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ABSTRACT

A search of the ERIC system, Dissertation Abstracts, and the journal literature has yielded 28 documents, which are abstracted here. They review methods of program evaluation, and the extent to which programs and counselors themselves are effective in contributing to favorable student development. (CJ)

ED 061569

# searchlight

*Relevant Resources in High Interest Areas*

**7R**

RETROSPECTIVE SEARCH

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## Program Evaluation and Accountability

Compiled by Mary Jane Kidder

October 1971

This search reviews methods of program evaluation and the extent to which programs and counselors themselves are effective in contributing to favorable student development.
(28 document abstracts retrieved)

$1.00

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Searchlight is a development of the ERIC Counseling and Personnel Services Information Center and is published in cooperation with the School of Education at The University of Michigan.

ERIC/CAPS, Room 2108, School of Education Building
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# Introduction

This information packet is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE) from January 1967 through June 1971, in Dissertation Abstracts International from January 1968 through June 1971, and in ERIC's Current Index to Journals in Education (CIJE) from January 1968 through June 1971.

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Doctoral Dissertations

All dissertations listed in this search have been drawn from Dissertation Abstracts International, a publication of University Microfilms. They are available on microfilm (MF) at $4.00 per dissertation, or in bound photo copy (X) at $10.00 per dissertation from University Microfilms.

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# ERIC Documents

**ED 023 141** 08 CG 003 144

**Guidance Programs and Their Impact on Students: A Search for Relationships between Aspects of Guidance and Selected Personal-Social Variables. Final Report.**

Minnesota State Dept. of Education, St. Paul.

Spons Agency–Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No–BR-5-0195

Pub Date 20 Jun 68

Contract–OEC-5-85-035

Note–316p.

Descriptors–*Counseling Effectiveness, *Evaluation, Factor Analysis, *Guidance Programs, Research, *Student Adjustment, *Student Improvement

The major purpose was to begin the search for evidence, almost nonexistent now, of the total impact of guidance programs on the students they serve. The method was to investigate relationships (through intercorrelation) between guidance programs and personal and social variables that are commonly thought to be influenced by guidance efforts, on the assumption that students who have been exposed to varying amounts and levels of guidance should have achieved guidance objectives in varying degrees or numbers. Some 200 indices were used, in 84 schools, with 1,116 seniors plus school staff, graduates, and dropouts. Factor analysis produced a small number of less redundant scales, and regression analysis indicated the best combination of predictors for such outcomes. Relationships were generally very modest, prompting concern as to the impact of formalized guidance. Counselor personality was by far the most related to outcomes. Student and staff satisfaction as outcome was most related to guidance effort. Most other outcomes were more related to environmental factors than guidance. Guidance does help some students in some ways. Counselors should consider more active roles, help change environment to enhance healthy development, develop greater interpersonal sensitivity and skills. Counselor educators, school administrators should support and encourage such roles. (AUTHOR)

**ED 031 717** CG 004 147

*Norfleet, Morris*

**A Systems Approach to Student Personnel Services.**

Morehead State Univ., Ky.

Pub Date [68]

Note—6p.

Descriptors—*Counseling Effectiveness, *Counseling Programs, *Student Personnel Services, *Systems Analysis, *Systems Approach, Systems Concepts

Increased enrollment and student activism has created a situation within student personnel services that almost defies most management systems. A systems approach can enable student personnel services to evaluate what they are doing to determine if counselors are making a difference in the lives of students. The characteristics of this approach are: (1) state the real needs, (2) define objectives behaviorally, (3) define constraints, (4) identify and analyze alternatives, (5) identify milestones, (6) implementation, (7) evaluation of the system, and (8) feedback and modification. Systems analysis offers several advantages among which are: (1) it focuses on process with a major emphasis on operations research, (2) it provides for adequate allocation of resources to best get the job done, (3) it provides a systematic and rational approach to analyzing the problematic situation, (4) it forces analyzers to think through the flow of the problem, and (5) it forces a comparison of alternatives in a complex situation. (Author/KJ)

**ED 031 731** CG 004 225

*Kuhl, Edward C., Jr.*

**Do We Make A Difference?--New Directions in Evaluation.**

American Personnel and Guidance Association, Washington, D.C.

Pub Date Mar 69

Note—9p.; Paper was presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30--April 3, 1969.

Descriptors—*Community Colleges, *Counseling Effectiveness, Counseling Goals, *Counseling Services, Counselor Performance, *Evaluation Criteria, Evaluation Needs, *Evaluation Techniques, Standards, Student Personnel Services

In efforts to present a stronger public image to possible funding sources, the student personnel staffs of community colleges in Maryland established an ad hoc committee to assess the services being offered students by the various college counseling centers (12). It was hoped that evaluation of current guidance programs would enable the different schools to learn from each other, and strengthen their weaknesses. Goals of the committee were to establish a task force to write guidelines for student personnel work, and to set up an evaluation group to study, through opinionnaires, the services and practices available. A modified version of the Raines--Carnegie Study of Junior College Student Personnel Services was administered to about 100 students and all full-time faculty and student personnel workers at each college. A visiting team discussed results of the questionnaires with each campus group in hopes of identifying good and bad practices. While little questionnaire data is available as yet, it is apparent that the campus centers are taking a critical look at their own procedures. Generally, Maryland seems to be weak in placement and health services, with full-time students particularly aware and critical of the services. (Author/CJ)

**ED 046 009** CG 006 065

*Stevenson, William W. Sandlin, Blan E.*

**Evaluating Career Guidance, Counseling and Placement--State Level. Identifying Areas of Concern and Determining Evidences Needed for Evaluation: Career Guidance, Counseling and Placement--State Level.**

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date 6 Dec 70

Note—29p.; Paper presented at the American Vocational Association Convention in New Orleans, Louisiana, December 6, 1970

Descriptors—*Career Planning, Counseling, Counseling Programs, Counseling Services, Counselor Functions, *Guidance Programs, Guidance Services, *Job Placement, Occupational Choice, Occupational Information, *Program Evaluation, *Vocational Counseling, Vocational Development, Vocational Education

The overall purpose of these papers is to provide a background working paper to serve as a basis for developing a system for evaluating states' programs in Career Guidance, Counseling and Placement. An extensive review of published materials is summarized into three areas: (1) the accomplishments, limitations and trends of the current guidance effort; (2) the major concerns of guidance people; and (3) criteria for evaluating programs and identifying methods of improving vocational guidance services. Taking this information as a point of departure, the second paper recommends a procedure for securing the information, within a state, about major areas of concern and about evaluative criteria, i.e. evidences which show a program to be effective. A sampling of pertinent state level personnel as well as local administrators, student, teachers, and teacher- and counselor-educators were presented lists of identified items under each classification and asked to rank them. Results were presented. (TL)

**ED 040 962** SP 004 011

*Stinnett, T. M. Pershing, Geraldine E.*

**A Manual on Certification Requirements for School Personnel in the United States. 1970 Edition.**

National Association of State Directors of Teacher Education and Certification.; National Commission on Teacher Education and Professional Standards, Washington, D.C.

Pub Date 70

Note—229p.

Available from—Publication-Sales Section, National Education Association, 1201 Sixteenth St., N.W. Washington, D.C. 20036 (No. 381-11810; $6.00)

**HC Not Available from EDRS.**

Descriptors—Accreditation (Institutions), *Certification, *Manuals, *School Personnel, *Standards, State Standards, Teacher Certification, Teacher Education

Identifiers—United States

This latest edition (last in 1967) contains four chapters, the first a general discussion of "Innovations in Teacher Education, Certification, and Accreditation" dealing with the whole area of professional governance. Chapter 2 is a descriptive summary of "Preparation-Certification Standards and Procedures." Subtopics: Elementary Teachers, Secondary Teachers, Administrators; Fifth Year of Preparation; Increased Levels of Preparation; Significant Changes Since 1967; Personnel Required To Hold Certificates; Types of Certificates Issues; Separate-Name Certificates; Special Certification Programs; Special Teacher Education Programs; The Certification Authority; Misassignment of Teachers; Revocation of Certificates; Approved-Program Approach; Procedures for Out-of-State Applicants; Use of Examinations in Certification; Alternate Routes to Certification; Reciprocity in Certification; Teacher Education Accrediting Procedures; Control of State Colleges; Advisory Councils; Professional Practices Acts; Certification Review Committees; Chief Problems of the States; The Shape of Things to Come; Teaching in Canada. Chapter 3, the major section, is a listing of "Certification Requirements for Teachers, Supervisors, Administrators, and Special School Service Personnel" arranged by states and territories. Chapter 4 lists "Teacher Education Institutions and Approved Programs" by states. A list describing state advisory councils on teacher education (or comparable agencies) is appended. (JS)

ED 021 266 THE SELECTION AND EVALUATION OF SCHOOL COUNSELORS. Washington, D.C.: American Personnel and Guidance Association, 1968. MF-$0.65 HC-$3.29 22P.

The author reviews a number of different approaches to selecting counselors on both the preservice and in-service levels, then provides some guidelines for evaluating counselor competence. Counselor selection studies surveyed include: (1) those describing the differences between counselors and non-counselors; (2) those concerned with differences between effective and ineffective counselors; (3) prediction studies; and (4) trait and characteristic studies. The author advocates a shift in focus from what the counselor is in terms of a static model to what he does and how he is to behave. Critical incident cases and coaches client methodology are explored as means to achieve the necessary shift in focus. The final section is devoted to problems in evaluating counselor competence. A distinction, for evaluative purposes, is made between competence in the one-to-one counseling relationship (which involves technical professional judgements) and effective contributions to the broader guidance program of the school, which can be accurately assessed by administrators. (Author)

# Doctoral Dissertations

Devlin, Joseph Stuart, Jr. THE EVALUATION OF PROGRAMS OF STUDENT PERSONNEL SERVICES IN HIGHER EDUCATION--A SYNTHESIS. Florida State University, 1968. (Order No. 68-16,364).

This study provides a synthesis and compendium of literature which deals with the evaluation of total programs of student personnel service in institutions of higher education. It focuses on the literature published since World War II and summarizes and compares two types of evaluation methods, procedures, and techniques: those which have been recommended but may remain untested, and those which have actually been employed in evaluations of programs of student personnel services. For the purpose of this study an evaluation procedure was defined as the broad means used to accomplish an evaluation project. Method was defined as the manner in which the research was conducted. Technique was defined as the instrument(s) used and how it may be applied in an evaluation project. A documentary research methodology was used to identify, summarize, and compare fifty-one sources from the literature. Thirty-eight of these sources were classified as making recommendations and thirteen were found to report evaluations of student personnel programs. Tabulations of the recommendations from the literature were made noting the emphasis of each source of evaluation procedures, methods, and/or techniques which should be employed by evaluators. Specific considerations and alternatives which, according to the writers, should be considered for each major category were also noted and tabulated. This same process was followed for the reported evaluation studies. The tabular presentations and narrative summaries provided ready comparisons within the two portions of the literature. Summary contrasts between the recommendations and the actual practices were then made and conclusions drawn. Some of the major findings were: (1) That the procedures actually followed in the reported evaluations differed markedly from those which were recommended. The only area of agreement was in the use of faculty and students for information about the program. (2) That where three methods--experimental, developmental, a survey--were recommended it was found that only the survey method was actually employed. The relative ease of using this method also led to it being recommended most frequently. (3) That eight techniques were recommended but only three of these were used. Frequently, existing techniques were adapted to the evaluation project and some evaluators developed their own measurement devices. As a result of this study several recommendations were made including: (1) That more emphasis be placed on evaluation procedures, methods, and techniques which relate to student personnel program evaluation as a part of institutional self-studies for accreditation purposes. (2) That additional criteria be developed for the evaluation of the total student personnel program. (3) That the existing instruments be thoroughly tested and widely reported and that new measures be developed and tested. (4) That efforts be made to integrate the evaluation of specific components of a student personnel program, such as counseling and activity

programs, as a unified approach to the evaluation of the total program. (5) That student personnel program evaluators study the literature to determine what procedures, methods, and techniques will best meet their needs. (6) That the members of the student personnel profession work together to relate program evaluation to regional accreditation for the institution.

Foster, Robert Morrison. AN ANALYSIS OF GUIDANCE SERVICES IN SELECTED HIGH SCHOOLS IN OREGON. Oregon State University, 1967. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-2543).

The purposes of this investigation were: (1) to attempt to determine how well programs of guidance services were felt to be functioning in meeting the needs of pupils through an analysis of guidance services in selected high schools in Oregon; and (2) to develop recommendations for improving programs of guidance services in secondary schools based upon the findings of this study. The investigation focused on eight major areas of the total guidance program in 46 Oregon high schools of three size ranges. The analysis was based upon data secured through rating scales and check lists. Rating scales were completed and returned by four groups of respondents from each of the schools. These four groups were: 44 principals for a 95 percent return; 113 vocational instructors for an 81 percent return; 103 counselors for a 90 percent return; 3,720 senior boys and 3,247 senior girls, a total of 6,967 pupils representing approximately 92 percent of all the seniors in these schools. One hundred fourteen student rating scales were eliminated as not contributing to the study and were not included in the total shown. Check lists of guidance facilities and materials were completed for all 46 schools included in this study. From the 7,227 respondents and the data from the checklists, the following findings were determined: (1) Type 1 schools (1,000 or more pupils) rated their total programs of guidance services as functioning "good" while Type 2 (500 to 999 pupils) and Type 3 (499 or less pupils) schools gave a rating of "fair" to their total programs. (2) The findings showed the functioning of five of the eight major areas of the guidance program were ranked in the same order by all three types of schools. (3) The counselor-student ratio was found to be 1:382, 1:361, and 1:365 in schools of Type 1, Types 2, and Type 3 respectively. The counseling space provided was considered adequate in the schools of all three types. The clerical assistance for counselors was considered adequate by 75 percent, 50 percent, and 40 percent of the counselors in the schools respectively. Occupational and informational materials were generally considered adequate in the schools of all three types. (4) Either the Basic Norm (4 year) or Standard Norm (5 year) counselor certification is currently held by 55 percent, 48 percent and 27 percent of the counselors in the schools respectively. Recommendations were: (1) That schools utilize organizations within the community for their unique services to create a cooperative partnership and positive publicity

and establish guidance committees to advise and coordinate the total team approach and up-grade this team through in-service programs. (2) That schools recognize orientation as a continuos service provided for all pupils through pre- and post-admission practices. A council of committees should plan and coordinate these various activites. Group procedures should provide for needed learning experiences, led by qualified personnel utilizing activities and materials appropriate to the maturation of the pupils. (3) That schools follow a planned program of individual inventory through an accurate, current record, which contributes to understanding each pupil and maintaining a balance between testing and other data-collecting methods. Intensive testing with accurate interpretation to individual pupils is preferred to extensive testing with insufficient personal interpretation. (4) That schools utilize all persons who possess competencies to give first-hand information to pupils, which is accurate and current, or who can provide contact-experiences in educational, occupational and training opportunities. Placement assistance should be extended within and without the school for present pupils, school leavers, and graduates. (5) That schools pursue regularly scheduled studies of all former pupils. A suggested sequence would be at one, two, and five years following the pupil's departure. (6) That further research be undertaken to seek means of overcoming weaknesses determined by this study. Special attention should be given to follow-up services. The development of valid criteria for the qualitative assessment through follow-up could reveal inadequacies and suggest innovations for curriculum and guidance practices.

Harris, Douglas Clay. STUDENT PERSONNEL SERVICES AT INDIANA UNIVERSITY: AN EVALUATION. Indiana University, 1968. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-17,268).

This research was designed to study some of the quantitative and qualitative aspects of the Division of Student Personnel of Indiana University, Bloomington, Indiana. Three major purposes of this proposed study were: (1) to attempt to determine the perceived needs for student personnel services as expressed by the faculty of that institution; (2) to obtain opinions of the faculty concerning the adequacies and inadequacies of the various areas of student personnel services; and (3) to derive conclusions from the findings which could bring about a better organized and more functional program of student personnel services. The first step of the investigation was to review all the available literature which indicated the present status of student personnel services in colleges and universities and the techniques used in evaluating these services. A number of evaluational studies were reviewed and various instruments considered before the instrument used in this study was devised to obtain the reactions relative to the student personnel services at Indiana University. There were 105 faculty participants. All

professorial ranks were represented from many schools. The semi-structured personal interview technique was used. The instrument was developed from a review of the literature and in relationship to the Division of Student Personnel of Indiana University. From this investigation it was determined that the majority of the participants generally perceived that the students had a great need for all student personnel related functions mentioned except for the areas of dental services and religious activities. According to the responses of the faculty members, information concerning the place and function of the Division of Student Personnel had not been made available to the faculty in any manner to insure understanding. The number of "?" responses indicated a definite lack of familiarity with the student personnel policies and the need for better lines of communication. There were no distinct areas with which the faculty expressed dissatisfaction. Faculty members who had been advising student groups were more familiar with the services provided by the Division of Student Personnel than the faculty members who were not advising student groups. Faculty members who had been at Indiana University for four or more years seemed to have a more favorable attitude towards the student personnel program as currently practiced than did the faculty members who had been at Indiana University for three years or less. The following recommendations are based on the reactions of the respondents and their comments: (1) The program and policies of Indiana University and the functions of the student personnel services should be defined, published and distributed to the citizens of the campus. (2) Means of communications between the student personnel program and members of the faculty and of the student body need much study. (3) Each area within the Division of Student Personnel should provide regular reports showing objective evidence of student utilization, progress, expansion, and refinement. Such evidence should be given due publicity and discussion in faculty meetings and community publications. (4) A definite policy concerning disciplinary practices and further development of guidance in student conduct is strongly recommended. (5) It is recommended that a committee be established to be called the Student Personnel Committee. A majority of the membership should be composed of selected faculty members and students. Policy making would be the main fucntion of this committee.

Loehndorf, Allan H. THE DEVELOPMENT AND VALIDATION OF AN INSTRUMENT FOR THE EVALUATION OF SECONDARY SCHOOL GUIDANCE PROGRAMS. Purdue University, 1968. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-12,583).

This study attempted to determine whether or not the perceptions of various secondary public school guidance program publics (i.e., students, parents, teachers, guidance personnel, administrators) were valid in discriminating between programs nominated by area guidance personnel as effective and less effective. The guidance personnel in 11 school systems,

all located within a limited geographic area (North Central Wisconsin), were asked to complete a paired-comparison rating of these guidance programs in accordance with an effectiveness criterion. The results of these ratings yielded a distribution of values that indicated clearly a significant rank ordering of the program in question. The several publics associated with the school systems ranked first, second, tenth and eleventh were selected for study. The data from the second and eleventh school systems were used to cross-validate the findings of analyses made for the data of the first and tenth ranked systems. The author developed a Survey of Guidance Services (SGS) to solicit responses from the publics noted above regarding the variables of availability, use, value of, and extent to which there was expected use of certain guidance services. A total of 16 content areas were described. Because of limited administrator and counselor Ns, only the data obtained from students, parents and teachers exhibited reliability sufficient to permit further data analysis. Interpretation of the data suggest that: (1) paired-comparison ratings by guidance personnel within the same geographic area may serve as a valid criterion of program effectiveness; (2) the perceptions of the senior students were reliable and discriminated between effective and ineffective guidance programs; and (3) the items which exhibited cross-validated discrimination power appeared to be related to those content areas which dealt with the mechanics of guidance programs, the professionalism and functions of guidance personnel, and the interactions of the program with community agencies and school staff members. The significant range and distribution of guidance personnel responses obtained by the paired-comparisons ranking procedure suggested this methodology might be appropriate to employ for research in related fields to establish a criterion of effectiveness for evaluation purposes.

Ross, Frank Richardson, and Wahlberg, Carl R., Jr. AN EVALUATION OF THE DENVER PUBLIC SCHOOLS' GUIDANCE AND COUNSELING PROGRAM FROM APPRAISALS BY PUPILS, PARENTS, AND PROFESSIONAL STAFF. University of Denver, 1968. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 69-7015).

The purpose of this study was to determine to what extent the objectives of the guidance program were being satisfactorily achieved in the Denver Public Schools in the opinion of the secondary pupils, their parents, and the professional staff of the secondary schools. Separate questionnaires were developed and administered to pupils and staff members. Each group was treated as a population. Involved in the study were 35,698 pupils and 1,840 staff members. A sample of parents (229) responded to a mailed questionnaire. Responses to questions were recorded on data processing cards, and data processing equipment was used to tabulate the data. Pupils felt that most objectives were not being met. They indicated satisfaction with understanding course offerings, learning good study habits, being made aware of their responsibility for

their decisions, understanding their progress in school, in broadening their interests, and in getting started in the school. However, the help received for the last two satisfactions came most frequently from other students, and parents were most frequently indicated as being of most help in the understanding of responsibilities. Many weakness were identified; among them were understanding how school courses related to gainful employment, planning a program which would be of benefit to them, understanding requirements for college and job training programs, help in self-understanding, being able to discuss real feelings with an adult, how to apply for a job, and referral to someone else for help when the counselor could not help. Parents felt that the objectives were being met in a fair to good manner. They showed satisfaction with the help pupils were given in getting started in the school, accepting responsibility, broadening their interests, and course planning and scheduling. They felt pupils needed more help in setting realistic educational and vocational goals, dealing with personal problems, and getting someone else to help when the counselor could not help. Staff members generally felt the objectives were being met in a fair manner, with a tendency toward good. The junior and senior high staff members felt somewhat differently about the guidance program, and these are summarized separately. (1) Junior High Staff - The staff indicated satisfaction with help given the pupil to share his feelings with an adult, developing responsibility, information about courses and which courses would help the pupil the most, placing the pupil in the proper classes, and the effectiveness of the testing program in supplying and making available information about the pupils. Most staff members felt that counselors did not have enough time to work with pupils, to help with dropouts or potential dropouts, and in assisting with vocational planning. (2) Senior High Staff - The staff indicated satisfaction with help given in supplying information about post-high school educational opportunities, orientation of new pupils, information about course offerings, and the effectiveness of the testing program in supplying and making information available about the pupils. They identified many weaknesses; among these were contact with parents for the purpose of discussing the pupil's behavior and adjustment, educational and vocational plans, test results and grades, and pupil limitations and study habits, personal problems, sharing feelings with an adult, time which counselors have to work with pupils, and helping the dropouts or potential dropouts.

Wysong, H. Eugene. EVALUATING SECONDARY SCHOOL GUIDANCE PROGRAMS: THE DEVELOPMENT AND VALIDATION OF INSTRUMENTS. Ohio State University, 1968. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-12,889).

The purpose of this study was to develop, validate, and cross-validate two measuring instruments, one for secondary school

students and one for secondary school teachers. One of the instruments was designed to differentiate between groups of secondary school students who have been judged to be achieving relatively well certain guidance objectives as opposed to groups of students at the same grade level who have been judged to be achieving less well those same guidance objectives. Similarly, a second instrument was designed to differentiate between groups of secondary school teachers who have been judged on their achievement of guidance objectives. The intent of the study was to develop measuring tools which have some validity for identifying a difference in the achievement of guidance objectives by groups of students and groups of teachers. Each item in the instruments was designed to measure group differences. The process of validating items included in the instruments required the testing of fifteen null hypotheses. These hypotheses were tested to determine if groups of students and teachers who were judged to be high achievers of guidance objectives responded differently to the instrument items than similar groups of students and teachers who were judged to be low achievers of guidance. The hypotheses were tested for ninth and twelfth grade students of each sex and at three different ability levels. The hypotheses were tested for secondary school teachers of each sex. The cross-validation of the two instruments required the testing of three hypotheses. These hypotheses were tested to determine if the summated scores on the validated items for students and teachers who were judged to be high achievers were different than the summated scores of students and teachers who were judged to be low achievers. Two taxonomies of guidance objectives were developed and validated. One taxonomy was developed to include those objectives which a total school guidance program is designed to help student accomplish. A second taxonomy was developed to include those objectives which a total school guidance program is designed to help teachers accomplish. The taxonomies were validated through the judgment of five guidance experts. Two instruments were developed to measure the guidance objectives in the two taxonomies. School counselors in each of the thirty-one participating schools judged students and teachers on their relative achievement of guidance objectives. The students were judged separately on each of five major guidance objectives included in the taxonomy of guidance objectives for students. Teachers were judged on their overall attainment of guidance objectives included in the taxonomy of guidance objectives for teachers. Prior to the judging, students were grouped according to grade, sex, and ability groups. The teachers were grouped according to sex. The judges selected pairs of high achievers and low achievers of guidance objectives within each group. The data collected on the instruments were processed and analyzed by the Research Center of the Ohio State University. The validation hypotheses were tested by use of the $x^2$ and the cross-validation hypotheses were tested by use of the t test in

which a .05 level of difference for a one-tailed test was considered significant. The cross-validation data were not used in the initial validation study. As a result of testing the null hypotheses in the validation process, forty-seven items on the student instrument were selected for use with the cross-validation data. The null hypotheses for cross-validation were rejected at both ninth and twelfth grades at the .0001 level of confidence. Nine items on the teacher instrument were selected for cross-validation. The data failed to reject the cross-validation null hypothesis for teachers.

# Journal Articles

Brown, Duane, and Cannaday, Merilynn. *Counselor, Counselee and Supervisor Ratings of Counselor Effectiveness.* Counselor Education and Supervision, 1969, 8(2), pp113-118.

Investigates the impact of number of interviews upon the ratings, impact of sex differences between counselor and counselee, and extent of agreement between counselor, counselee, and supervisor ratings of overall counseling effectiveness.

Carey, Albert L. *Accountability for School Counselors.* The School Counselor, May 1971, 18(5), pp321-326.

School counseling can relate to the accountability challenge by: (1) striving for increased self-determination in professional identity and role; (2) striving for increased unity between and among the various professional fields of counseling; (3) striving for profession-wide guidelines of accreditation and certification based on qualitative as well as quantitative measures; (4) striving to relate better to the needs of the hiring agency through written statements of role policy based upon recommendations of the profession, the expectations of the public, and local conditions; (5) striving to use the particular skills of the counseling profession in a way that best benefits the child and his development within the school environment; and (6) striving to do a good job of public relations on the local level.

Dahlem, Glenn G. *Counselor Image: Crucial Target for Research.* Counselor Education and Supervision, 1969, 8(2), pp130-134.

Indicates need for studies of image to be undertaken among groups removed from the educative process, comprising the voting, taxpaying, often articulate public-at-large, with whom the ultimate ascendence or rejection of the counseling profession lies.

Doyle, W. L., and Conklin, R.C. *Counselor Effectiveness: A Changing Emphasis.* Canadian Counselor, 1970, 4(4), pp269-275.

It is suggested that emphasis be changed from trait factor personality studies such as tolerance for ambiguity, nuturance, and abasement, to researching the area of cognitive style, flexibility, perception and psychological openness as perhaps being more fruitful in advancing knowledge of the criterion variable.

Gamsky, Neal R. *A Follow-up Study of Pupil Personnel Services.* Journal of the International Association of Pupil Personnel Workers, June 1970, 14(3), pp130-134.

The purpose of the present study was to obtain an immediate, subjective evaluation by referring teachers of the effectiveness of pupil personnel services provided to eighteen school districts.

Graff, Robert W., and Maclean, G. Donald. *Evaluating Educational-Vocational Counseling: A Model for Change*. Personnel and Guidance Journal, 1970, 48(7), pp568-574.

Majority of clients counseled by advanced trainees or doctorate level staff viewed counseling experience positively while many clients of beginning practicum students viewed their counseling negatively. Findings suggest weaknesses in vocational counseling facilities, counselors' skills, and in training beginning practicum students.

Hansen, James C. *Job Satisfaction and Effective Performance of School Counselors*. The Personnel and Guidance Journal, 1968, 46(9), pp864-869.

Co-workers and administrators rated the counselors' effectiveness in 6 job activities, and clients rated the counselors in three aspects of the counseling interview. The performance ratings were correlated with the counselors' job satisfaction in eight areas.

Kruger, W. Stanley. *Accountability and the Educational Program Auditor*. Planning and Changing, October 1970, 1(3), pp110-114.

Discusses the educational program auditing concept for promoting educational accountability and describes the role of the educational program auditor as the central figure in the application of this new technique.

Lee, James L. *An Approach to Counseling and Guidance Program Evaluation*. National Catholic Guidance Conference Journal, 1969, 14(1), pp60-65.

First in a series of articles to be offered by Journal Professional Development Committee. Presents instrument designed to assess expectations held by students, teachers, parents and administrators in relation to personnel program in their school.

O'Hare, Robert W. *Evaluation of Guidance Programs*. California Personnel and Guidance Association Journal, 1970 2(2), pp5-10.

Needed evaluation of programs can be achieved by applying to the guidance process the learner based evaluation procedure being developed for use with classroom instruction: (1) evaluation of outcomes; (2) informed selection of materials; (3) subsequent identification of process variables related to goal achievement.

Ryan, Charles W.; and Others. *The Evaluation of an Instrument to Measure Counselor Effectiveness*. Measurement and Evaluation in Guidance, 1970, 3(2), pp119-123.

Techniques for evaluating counselor effectiveness have been less than definitive in the past, and the profession has need for a scientific method of measuring counselor effectiveness. Results are reported of research conducted to determine the reliability of the Kelz Rating Scale for rating counselor effectiveness with noncoached clients.

Schwartz, Ron. *Accountability: Special Editorial Report.* Nation's Schools, June 1970, 85(6), pp31-32.

Prodded by USOE officials, congressmen and cost-conscious citizens, administrators are focusing on what comes out of their schools--not what goes in.

Truax, Charles B., and Lister, James L. *Effectiveness of Counselors and Counselor Aides.* Journal of Counseling Psychology, July 1970, 17(4), pp331-334.

Discusses a three by two factorial design employed to compare effectiveness of rehabilitation counselors and untrained counselor aides under three case management conditions.

## Other Materials

O'Hare, Robert W., and Lasser, Barbara. EVALUATING PUPIL PERSONNEL PROGRAMS, MONOGRAPH 2. Fullerton: California Personnel and Guidance Association, 1971. (Available from CPGA, 654 E. Commonwealth Ave., Fullerton, California 92631, Members $2.50, Others $3.50) 97P.

*Accountability '70, Annual Meeting Issue of the Education Commission of the States.* Compact, October 1970, 4(5), pp1-73. (Available from ECS, 822 Lincoln Tower Building, 1860 Lincoln Street, Denver, Colorado 80203)

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